

# Evidence Based Practice Training: Video Modeling (VM)



Adapted from Sam, A., & AFIRM Team. (2015). *Video Modeling*. Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorder, FPG Child Development Center, University of North Carolina. Retrieved from <https://afirm.fpg.unc.edu/video-modeling>

# What is CAPTAIN

The California Autism Professional Training And Information Network (CAPTAIN) is an interagency network developed to support the understanding and use of evidence based practices (EBPs) for individuals affected by Autism Spectrum Disorders (ASD) across the state of California.



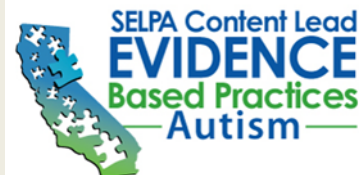
# What is CAPTAIN

Marin County SELPA in partnership with CAPTAIN, are members of the Statewide System of Support as the SELPA Content Lead for ASD.

This project is funded by the California Department of Education and the California Collaborative for Educational Excellence.



[www.captain.ca.gov](http://www.captain.ca.gov)



# Levels of Professional Development to Reach Implementation



This is a Workshop/Training and is designed to increase your KNOWLEDGE of the topic. Implementation supports to assist you with use of this EBP will be outlined following the TRAINING/WORKSHOP

# Before We Begin...

- Please complete the Pre Training Assessment:

*\*Trainer must enter their Regional specific link to Pre-Training Assessment\**

# Learning Objectives

Participants Will:

- Describe EBPs and video modeling (VM)
- Describe the various types/formats of video modeling
- Determine which students and skills VM is suggested to support
- Learn to set up a VM lesson, script and data collection system







# What are Evidence Based Practices?



NCAEP definition of an EBP:

“Focused intervention practices that have evidence of efficacy in promoting positive outcomes for learners with ASD.”

Steinbrenner, J. R., Hume, K., Odom, S. L., Morin, K. L., Nowell, S. W., Tomaszewski, B., Szendrey, S., McIntyre, N. S., Yücesoy-Özkan, S., & Savage, M. N. (2020). Evidence-based practices for children, youth, and young adults with Autism. The University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute, National Clearinghouse on Autism Evidence and Practice Review Team.

Name of EBP		Video Modeling (VM)					
Definition of EBP		<p>Video modeling (VM) is a method of instruction that uses video technology to record and show a demonstration of the targeted behavior or skill. The demonstration is shown to the learner, who then has an opportunity to perform the target behavior either in the moment or at a later point in time. Types of video modeling include adult or peer as video model, video self-modeling, point-of-view video modeling, video prompting, and video feedback. Video modeling is often used with other EBPs such as task analysis, prompting, and reinforcement strategies.</p>					
Outcome Areas		Age Ranges					
		0-2 Toddlers	3-5 Preschoolers	6-11 Elementary School	12-14 Middle School	15-18 High School	19-22 Young Adults
	Communication	✓	✓	✓	✓	✓	
	Social		✓	✓	✓	✓	✓
	Joint attention	✓	✓	✓			
	Play	✓	✓	✓	✓	✓	
	Cognitive			✓			
	School readiness		✓	✓	✓	✓	
	Academic/ Pre-academic		✓	✓	✓	✓	✓
	Adaptive/ self-help		✓	✓	✓	✓	✓
	Challenging/ Interfering behavior		✓	✓	✓		
	Vocational			✓	✓	✓	✓
	Motor		✓	✓			✓
	Mental health						
	Self-determination						

(Steinbrenner, 2020)

# Evidence (Age and Domains)

Evidence Based Practice and Abbreviated Definition	Evidence by Developmental Domain and Age (years)																																			
	Social			Comm.			Beh.			Joint Attn.			Play			Cog.			School Ready			Acad.			Motor			Adapt.			Voc.			Mental Health		
	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22			
<b>Pivotal Response Training (PRT):</b> <i>Pivotal learning variables guide intervention implemented in settings that build on learner interests and initiative</i>																																				
<b>Prompting (PP):</b> <i>Verbal, gestural, or physical assistance that supports skill acquisition</i>																																				
<b>Reinforcement (R+):</b> <i>A response occurring after a behavior resulting in an increased likelihood of future reoccurrence of the behavior</i>																																				
<b>Response Interruption/Redirection (RIR):</b> <i>Use of prompts or distracters during an interfering behavior that diverts attention and reduces the behavior</i>																																				
<b>Scripting (SC):</b> <i>A verbal or written model of a skill or situation that is practiced before use in context</i>																																				
<b>Self Management (SM):</b> <i>Instruction on discrimination between appropriate and inappropriate behaviors and accurate self-monitoring and rewarding of behaviors</i>																																				
<b>Social Narratives (SN):</b> <i>Descriptions of social situations with examples of appropriate responding</i>																																				
<b>Social Skills Training (SST):</b> <i>Direct instruction on social skills with rehearsal and feedback to increase positive peer interaction.</i>																																				
<b>Structured Play Group (SPG):</b> <i>Adult lead small group activities that include typically developing peers and use prompting to support performance</i>																																				
<b>Task Analysis (TA):</b> <i>The process of breaking a skill into small steps that are systematically chained together</i>																																				
<b>Technology-Aided Instruction and Intervention (TAII):</b> <i>Intervention using technology as a critical feature</i>																																				
<b>Time Delay (TD):</b> <i>Delaying a prompt during a practice opportunity in order to fade the use of prompts</i>																																				
<b>Video Modeling (VM):</b> <i>A video recording of a targeted skill that is viewed to assist in learning</i>																																				
<b>Visual Support (VS):</b> <i>Visual display that supports independent skill use.</i>																																				



# Why Use Video Modeling?

1.It is EASY

2.It is FUN

3.It WORKS!!!!



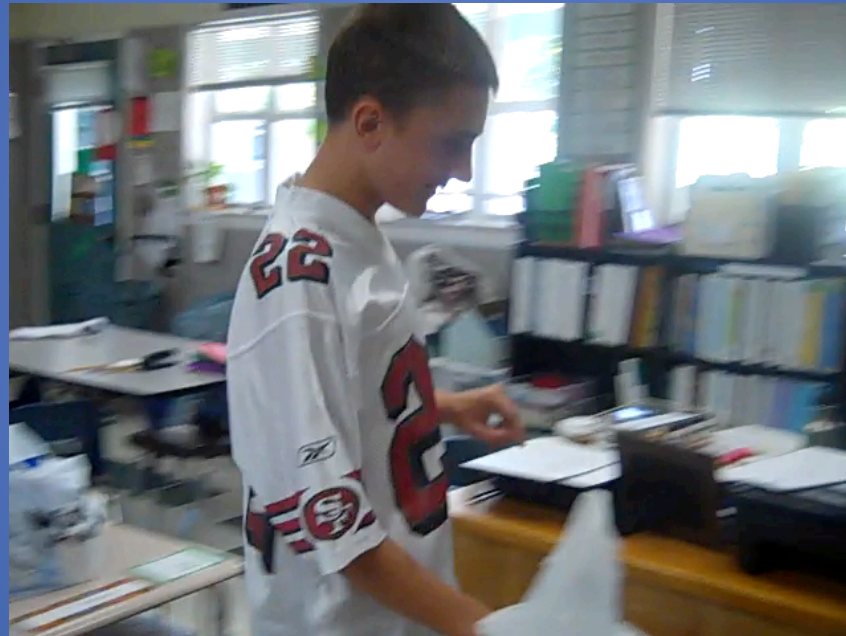


**Nate**

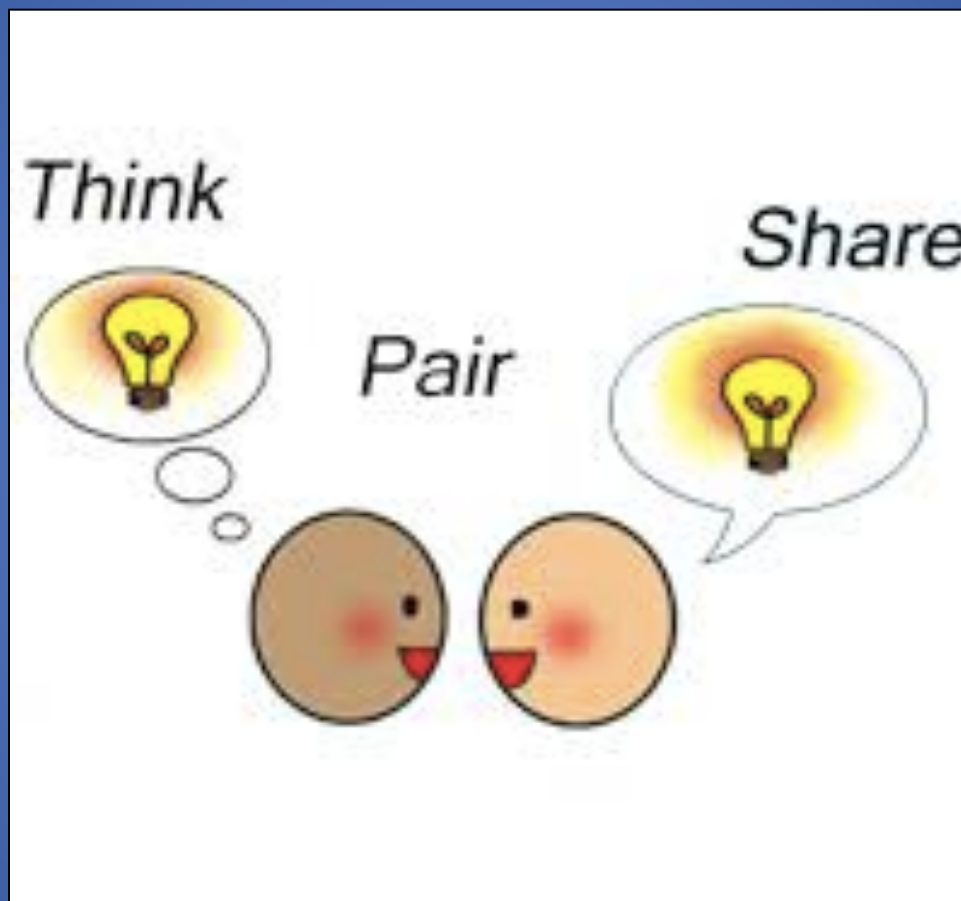




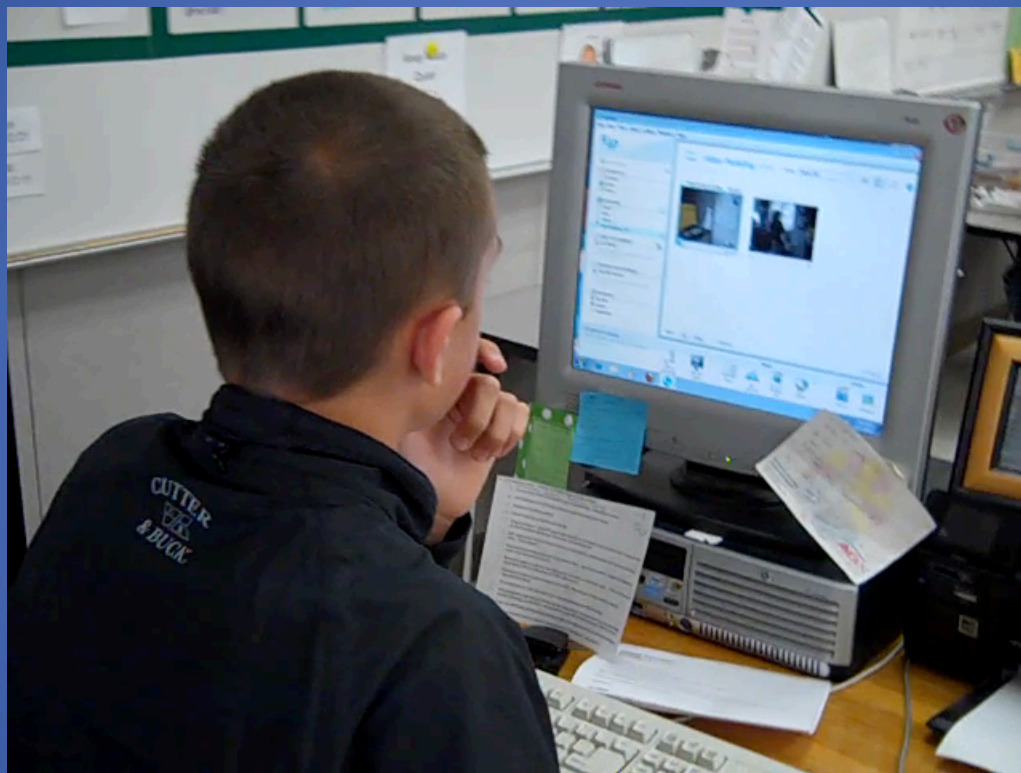
# Using Visual Supports and Video Modeling to Learn Phone Skills



# Think - Pair - Share



# Team Developed a Video Model To Further Support Nates Learning

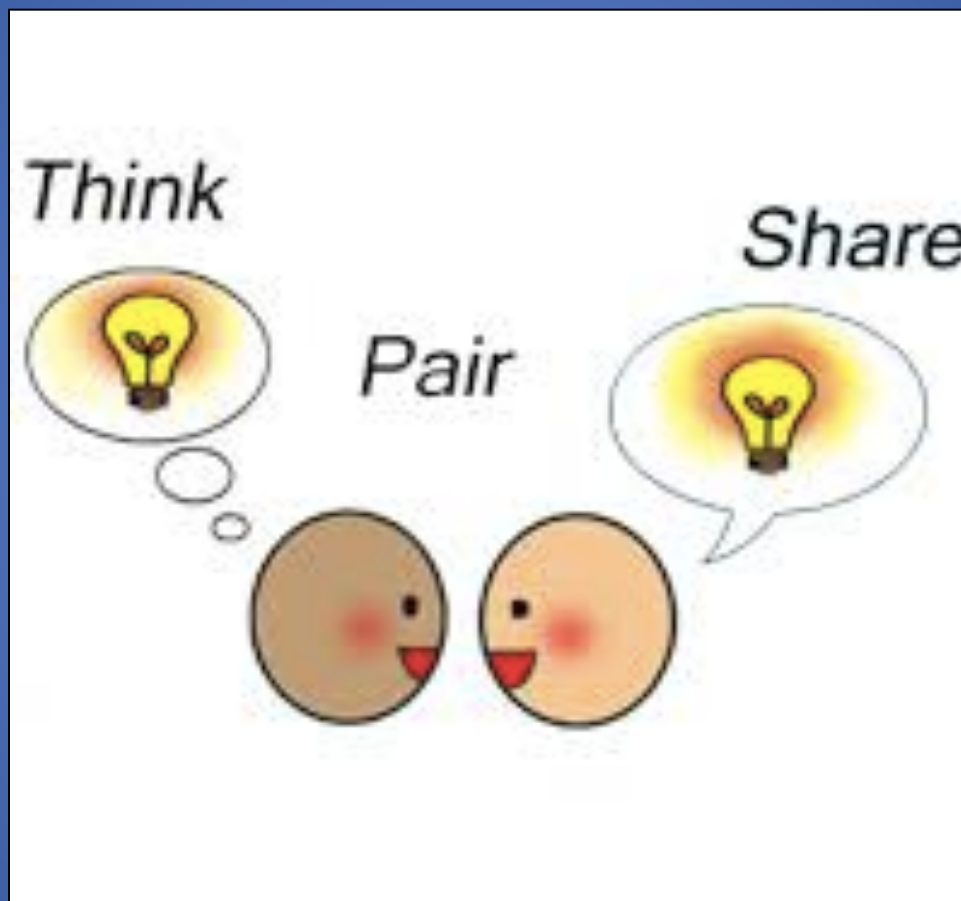




# Success!!!



# Think - Pair - Share



# Different Types of Video Modeling



# Basic Video Modeling:

- Recording someone besides the learner engaging in the target behavior or skill (i.e., models), then the video is viewed by the learner at a later time.





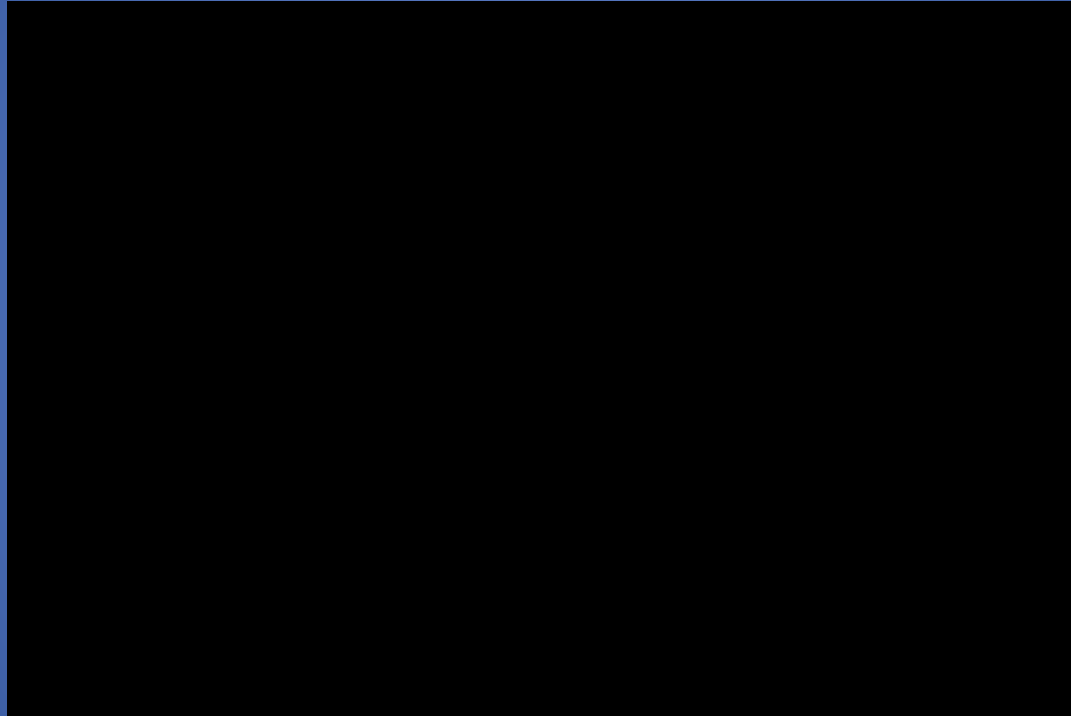
# Video Self Modeling:

- Recording the learner displaying the target skill or behavior and reviewing it later.



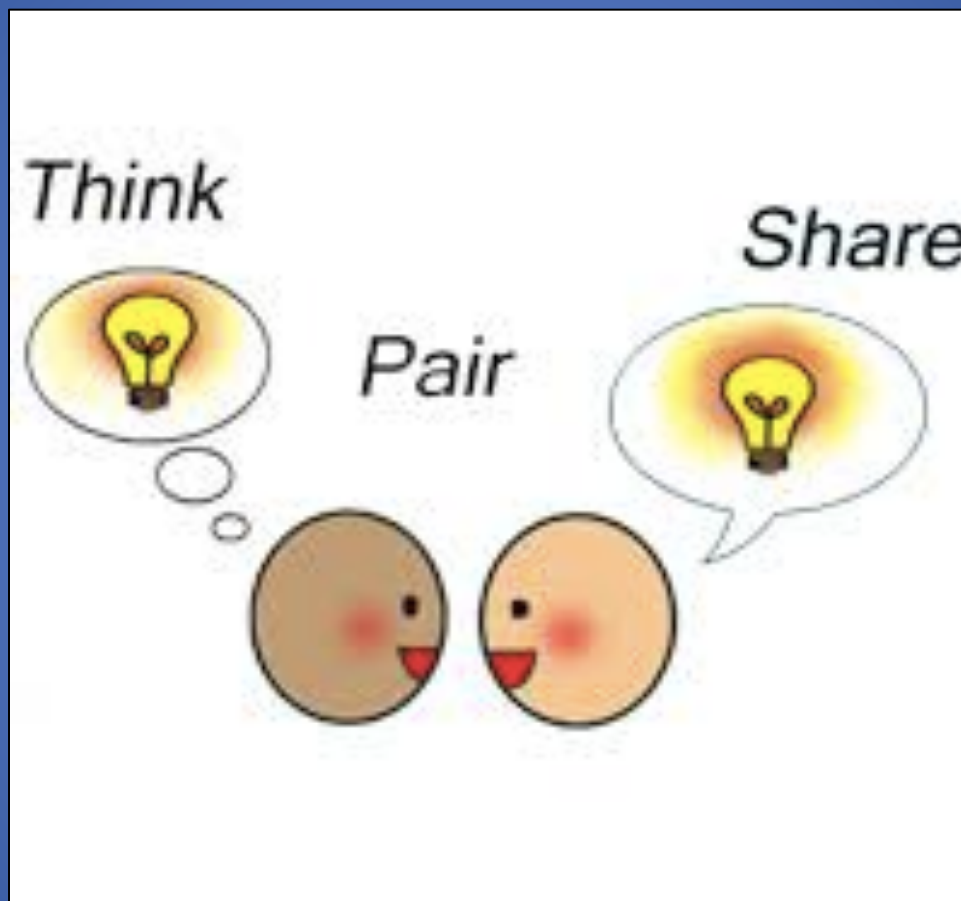
# Point-of-View Video Modeling:

- The target behavior or skill is recorded from the perspective of the learner



<https://www.youtube.com/watch?v=XhYDB1yr-WU>

# Think - Pair - Share





# Video Prompting:

- Breaking the behavior skill into steps and recording each step with incorporated pauses during which the learner may attempt the step before viewing subsequent steps.
  - Video prompting may be done with either the learner or someone else acting as a model
  - <https://www.youtube.com/watch?v=fDZI4yzBUF0>

# Steps to Assess and Implement

*Before you  
start:*

*Have you...*

- ☐ Identified the behavior?
- ☐ Collected baseline data through direct observation?
- ☐ Established a goal or outcome that clearly states **when** the behavior will occur, **what** the target skill is, and **how** the team will know when the skill is mastered.


*If the answer to any of these is "no", refer to the "Selecting EBPs" section on the website.*

## Video Modeling (VM) ---Implementation Checklist---

	Observation Date	1	2	3	4
Observer's Initials					
<b>Step 1: Planning</b>					
1.1 Determine if learner has needed skills					
1.2 Choose the type of VM to use to address the behavior/skill					
1.3 Simplify the task into smaller skills, if needed					
1.4 Select reinforcers to pair with the target skill or behavior					
1.5 Choose the video equipment					
1.6 Create the model and record the video					
<input type="checkbox"/> Identify and prepare the model					
<input type="checkbox"/> Arrange the environment for recording the video					
<input type="checkbox"/> Record the video					
<input type="checkbox"/> Edit the video					
<input type="checkbox"/> Transfer the video to a viewing device					
1.7 Introduce the viewing equipment to the learner, as needed					
1.8 Train team members to implement the VM with fidelity					
<b>Step 2: Using</b>					
2.1 Arrange the environment for the video modeling intervention					
2.2 Choose a time to show the video to the learner					
2.3 Show the video (as often as needed)					
2.4 Prompt the learner to perform the skill or behavior					
2.5 Reinforce performance of all or part of the skill or behavior					
2.6 Correct errors (if needed)					
2.7 Fade the video model					
<b>Step 3: Monitoring</b>					
3.1 Collect and analyze data on performance of target behavior					
3.2 Determine next steps based on learner progress					

# What Equipment Will You Use?

Video Modeling (VM)




**AFIRM**  
Autism Focused Intervention Resources & Modules


## —VM Equipment Checklist—


Three specific equipment functions may be needed in order to use video modeling as an effective intervention. These include:


- equipment to Record the behavior or skill,
- software to Edit the video once it is recorded (if necessary), and
- a device for the learner to View the video model.


Place a check mark for each available item and its functionality. Check device specifications for playback/viewing and video editing options. Some possible video editing programs are:


  
Windows Movie Maker


  
Pinnacle Studio


  
Adobe Premiere Pro

  
Vegas Pro

  
Movie

  
Final Cut Pro

  
DaVinci Resolve

  
Magix Movie Edit Pro

Available Equipment	Record	View	Edit
<input type="checkbox"/> Smartphone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Tablet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Video Camera	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Laptop Computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Desktop Computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Is additional technology equipment needed to create the video, if so what is needed? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

For more  
information, visit:  
[www.afirm.fpg.unc.edu](http://www.afirm.fpg.unc.edu)



# Let's Practice...



Video Modeling

**AFIRM**  
Autism Focused Intervention  
Resources & Modules

**---VM Planning Worksheet---**

Learner's Name: \_\_\_\_\_ Date/Time: \_\_\_\_\_

Observer(s): \_\_\_\_\_

Target Behavior: \_\_\_\_\_

**Determine the Learner's Prerequisite Skills:**

Does the learner imitate others? \_\_\_\_\_

Does the learner already have some of the skills necessary to perform the target skill? \_\_\_\_\_

Can the learner sustain attention long enough to observe the modeled behavior? \_\_\_\_\_

**Select Video Modeling Type:**

☐ Basic ☐ Point of view

☐ Self-modeling ☐ Video prompting

**Complete Task Analysis (if needed):**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

# Identify the Skills to Teach



# Develop a Task Analysis

1. Get game from shelf
2. Open game
3. Read rules
4. Set up game
5. Determine who goes first
6. Take turns
7. Play until there is a winner
8. Put game back in box
9. Take game back to shelf





# Do You Need a Script?

Step 1 (Get game off shelf)

Student Says “Let’s Play Trouble”

Other Child Says “Yeah!”

Step 2 (Open Game) No Words

Step 3 (Student Reads Rules)

Step 4 (Set Up Game)

Student Says “I’ll be Red”

Other Child Says, “I’ll be Blue”

# Record Your Video



# Use Video as an Intervention

- May be shown in various settings
- Ideal showing frequency 1-2 times daily however, less frequency still shows benefits
- If doing video prompting, ask student to display skill immediately after watching video segment
- Always reinforce the student for attending



# Monitor Student Progress

Video Modeling

**AFIRM**  
Autism Focused Intervention  
Resources & Modules

---Event Sampling Data Collection---

Learner's Name: \_\_\_\_\_ Date/Time: \_\_\_\_\_

Observer(s): \_\_\_\_\_

Target Behavior(s): \_\_\_\_\_

\_\_\_\_\_

Event Sampling:

Use event recording to collect the frequency data at every instance the behavior occurs.

Date	Skill/Target Behavior	Total	Notes

# Monitor Student Progress

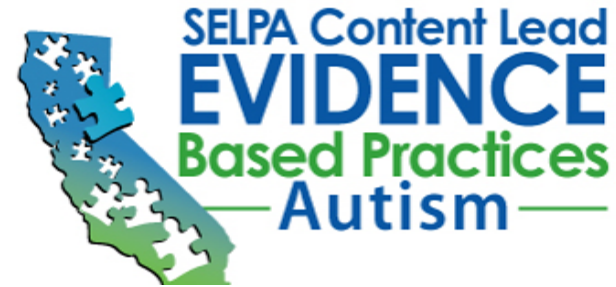
- You can record any additional prompting or error corrections required during skill performance
- Watching video may still be considered a prompt that must be faded

# Post Training

- Please complete the Post Training Assessment:

*\*Trainer must enter their Regional specific link to Post-Training Assessment\**





CAPTAIN\_EBPS



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